DOCUMENT RESUME

ED 135 981 CE 009 856

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TITLE	Training Manual: Middle Schools. Vocational Strategies for Special Needs Students.
INSTITUTION	Boston State Coll., Mass.
SPONS AGENCY	Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
BUREAU NO	H-8376
PUB DATE	76
NOTE	31p.; For related documents see CE 009 855-859
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Career Exploration; Daily Living Skills; *Handicapped Students; Interpersonal Competence; Job Skills; Junior High Schools; *Learning Activities; Middle Schools; *Regular Class Placement; Resource Materials; School Shops; Shop Curriculum; *Skill Development; Student Projects; Teaching Guides; Trade and Industrial Education; *Vocational Education
IDENTIFIERS	Massachusetts; Massachusetts (Boston)

ABSTRACT

Instructional materials presented in this teaching guide, one of five developed as part of the vocational strategies project, are intended to provide vocational services to mildly handicapped special needs students mainstreamed into regular schools at the middle school level. The skill development described is based on the belief that preparation of special needs students (learning disabled, emotionally disturbed, and retarded) before they enter high school will facilitate their vocational learning later. The first section of the manual contains six lessons with student exercises that emphasize good work habits such as the importance of effort, punctuality, neatness, and cooperation through reading, role playing, and discussion. Also included in the job exploratory section are specific safety precautions which are stressed in lessons on tools. Students are introduced to selling and merchandising, mass production, assembly line, economics of cost, and ecology. The second section, vocational exploratory, pertains to social skill and prevocational development. The six lessons are on safety, blueprint reading, and several assembly projects. Lesson objectives, vocabulary, learning activities, and work self-evaluation sheets are included. (TA)

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TRAINING MANUAL, MIDDLE SCHOOLS

VOCATIONAL STRATEGIES FOR SPECIAL NEEDS STUDENTS

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CE 605 852

BOSTON STATE COLLEGE
BOSTON, MASSACHUSETTS

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FUNDING SUPPORT:

Massachusetts State Department
of Education

Division of Occupational Education

PROJECT:

#H-8376
Part B/Handicapped

The Middle School Training Manual is an outgrowth of earlier work done with high school aged special needs students in the Vocational Strategies program. The skill development described is based on the belief that preparation of special needs students (who in our group included learning disabled, emotionally disturbed, and retarded) *before* they enter high school will facilitate their vocational learning later. It was our experience at Boston Trade High School that many of the skills we taught should have been learned at a younger age.

The material here is divided into two parts. The first section contains exercises that emphasize good work habits. Students learn the importance of effort, punctuality, neatness, and cooperation through reading, role playing, and discussion, often in small groups. The activities focus on the need to think about and prepare for the future by considering personal interests, aptitudes, and skills in relation to work. Young people must develop an awareness of standards of behavior, appearance, and communication on the job before they can begin to function as mature adults. Exposing students to different types and functions of work, and involving them in practical, social, and academic exercises will increase insight and self confidence. To this end, the editor for our entire series of training manuals, Curt Anderson, has rewritten many of the original exercises so they will be a first step toward developing good work habits and more effective social skills. Further, his aim was to better unify the material in this guide with material designed for high school students.

Exposing students to many occupations will give them a sense of the scope and variety of work; students also need an understanding of work settings, conditions, and qualifications. If there is communication between resource and industrial arts teaching staff, we can sharpen observational skills and awareness by exploring familiar roles and functions in school and community. Within the second section the student will have the opportunity -- most probably in conjunction with the school's prevocational or industrial arts program -- to experience "hands on" activity. The student will become familiar with the functions of various tools and with the connection between tools and product. Specific safety precautions are stressed in each lesson, and students are expected to understand *why* particular operations are used in making a specific unit. Finally, students are introduced to the real issues in production: selling and merchandising, mass production, assembly line, economics of cost, and ecology.

The material in the section pertaining to social skill and prevocational development was initially designed by Charlotte Mason, our learning disabilities specialist. Robert Dow, an industrial arts teacher at the Mackey Middle School in Boston's South End, explored with us many lessons that he has successfully taught to special needs students who were mainstreamed into his shop. Much of this material was pilot tested in 1976 at the Martin Luther King Middle School in Dorchester. We are grateful for the cooperation of WillElla Brown, principal at the King, and to her staff - Dorothy Vetter, CET chairperson, Frank Guastalli, assistant principal, Barbara Jaffe, learning disabilities teacher, and James Williams, media specialist -- for their insightful and continuing feedback on our lessons and our progress.

Doreen V. Blanc
Project Director

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For the Resource Room Teacher, especially, and for the cooperating Vocational Exploratory Teacher

The material presented here in the first section of this manual will be used by the resource teacher and will be reinforced by the vocational exploratory/industrial arts teacher. The exercises and discussion focus on the importance of the student as s/he enters the world of work. Not only will the concepts of appearance, punctuality, and dependability be stressed, but it will be important for the special educator and for the vocational educator, planning and teaching collaboratively, to coordinate the concepts learned in one school activity with the concepts learned in another.

For instance, the lessons in the first section relate clearly to the importance of social behavior when workers work together on the same bench, or next to each other, or as they share and borrow equipment. The lesson on the manufacture of cribbage boards, in particular, was selected to help students understand how to work together in the *real world* of assembly and manufacturing.

Written Exercises

One day your school training will help you to find a job. But it will not be enough to know only the work skill. You will need to know how to put out your best effort both to keep your job and to get ahead.

In other words, it is not enough to know how to be a bus driver, or a mechanic, or a clerk. You will need to know how to be good at what you do. You will need to know "proper job conduct".

There are four words that will help you understand proper job conduct. Write a definition for each one and discuss them in class:

1. *Punctuality* _____

_____

2. *Neatness* _____

_____

3. *Cooperation* _____

_____

4. *Effort* _____

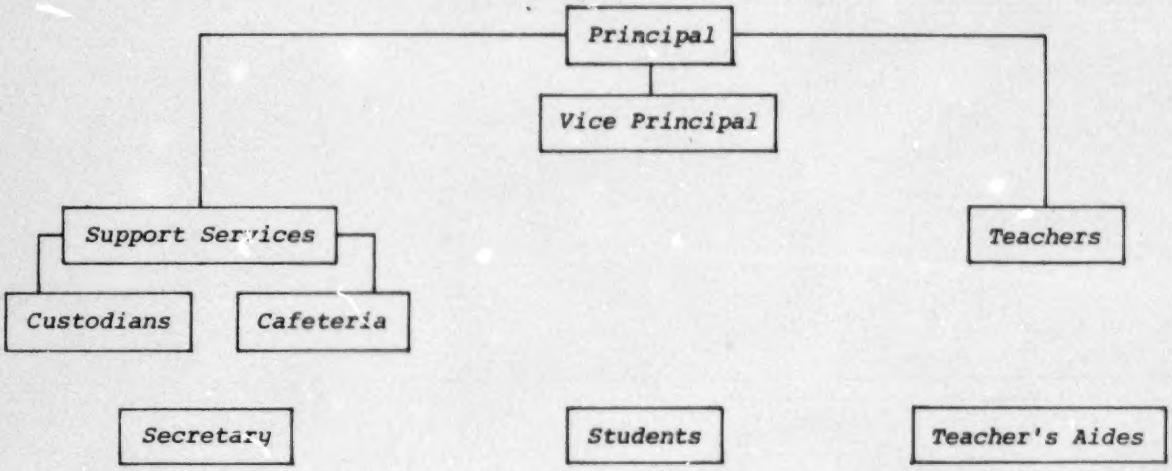
_____

Now discuss how each of the four words can help you in the following activities:

1. *Sports*
2. *Getting ahead in school*
3. *Getting along with friends*
4. *Getting along at home*

The school is a good place to start looking at different kinds of work. Through a careful look at the different jobs and rules in school, students can understand such ideas as division of labor, role, function, training, and preparation for work.

Look at the diagram below. Write and discuss definitions for each word in each box. What do the lines in the diagram mean?



For discussion:

1. *Where would you place secretary, students, and teacher's aides?*
2. *Are there any roles missing from the diagram?*
3. *What could go above the principal's box?*
4. *Look at the diagram. In your school, how many people are needed for each kind of job? Why are so many people needed?*
5. *The main purpose of a school is to educate students. If the students are most important, how could you draw a diagram with students at the top?*
6. *How do people relate to those above them on the diagram? Below them?*
7. *Where do parents fit on the diagram?*
8. *Why can you call school a <u>microcosm</u> of the whole world?*

WRITTEN EXERCISES

1. *Make a diagram of authority in your family.*

2. *Can you diagram another work situation, such as an automobile shop?*

Vocabulary

Write definitions and discuss:

microcosm _____ *authority* _____

division of labor _____ *function* _____

_____ _____

role _____ *diagram* _____

_____ _____

A - 3 YOUR WORK

QUESTIONS FOR DISCUSSION

1. *How many of you have jobs now (baby sitting, cleaning, delivery or messenger, etc.?)*
2. *How would you go about finding a job?*
3. *How far from home will you be able to work?*
4. *What kind of skills do you have that you think an employer would like?*
5. *How many hours each day or each week are you available to work?*

Written Exercise:

Make a record of the amount of time you spend on each of the following activities each week. (Fill in the time in hours)

Activity	*Before School*	*During School*	*After School*	*Evening*
Watching T.V.				
Doing Homework				
Visiting time with friends				
Sports				
Eating				
Sleeping				
Working at home				
Working away from home				

Do you have enough time to put your best effort into everything you do?

How would you like to change your schedule?

How much time do you have for a part time job?

QUESTIONS FOR DISCUSSION

Read the following role play stories to the students. Ask each student to imagine that s/he is one of the characters in the story. Then, ask the questions.

I. The Job Interview

John has filled out an application form for a part time job in a supermarket as a "bagger" after school. He is interviewed by Mr. Jones, the manager. He does not have any work experience but he believes he deserves to be hired because of many personal qualities that he has.

1. How should John dress for his job interview?
2. What time should John arrive for a 2:00 P.M. appointment with Mr. Jones?
3. How might John have found out that a job was available in the supermarket?

II.

Summer jobs are available through the office of A.B.C.D. Mario is an eighth grade student who is applying for his first job. Mr. Jones is asking him questions about himself to determine whether he should hire him for the summer.

1. What are some of the qualities Mr. Jones is looking for in Mario?
2. What are other ways in which to find a summer job?
3. How can Mario compare work on projects in school to his working on a job?

III.

Mr. Galligan is a foreman in an auto body shop. He is talking to Brian, one of his employees, about his poor attendance and is considering whether or not to fire Brian. Brian asks to keep his job, and discusses his absences and his chances for future improvement.

1. Why is attendance important in work?
2. Why is it important to arrive at your job on time?
3. What should an employer do if employees arrive late for work?
4. When is it all right for an employee to be absent from work?
5. What should an employee do if s/he is late or must be absent?

IV.

Anna is being interviewed for a summer job which involves painting park benches every day, Monday through Friday, except in the event of rain. Mr. Schwartz, the supervisor, is trying to determine whether Anna has skills that would qualify her for the job.

1. What should Anna say to Mr. Schwartz?
2. Why would Anna be selected for such a job?
3. How would Anna decide whether or not to report to work on a cloudy day?

V.

Pearl is ill. She has a fever and a sore throat. She should not go to work. She is a short order cook at Brigham's.

1. What should Pearl do now?
2. What if the doctor tells Pearl to stay in bed all week?
3. What should Pearl tell her boss?

VI.

Tyrone babysits every afternoon after school with Mrs. Lopez's 5 year old son. Next Tuesday, Tyrone has a dentist appointment scheduled for 4:00 P.M.

1. What should he do?
2. What are some reasons for people being absent from work?
3. How often is it all right to be absent from work?
4. What should you do if you know you will be absent in advance?
5. What should you do if you must be absent from your job at the last minute?

VII.

Pam is telling her good friend about a job interview she is going to later that afternoon. She is going home to get ready for her appointment.

1. How does your appearance make an impression during a job interview?
2. What is a first impression, and why is it important?
3. How might someone prepare for a job interview?

VIII.

Charles and Hector are both employed as janitors at Fenway Park. Their job is to clean a particular section of the bleachers after each game. Hector has worked hard all summer, but Charles is rather lazy and works only when his supervisor is looking. At the end of the summer each boy asks Ms. Cobb, the supervisor, to write a letter of recommendation to their school counselor who is going to help them find a part time job during the school year.

1. What does Ms. Cobb say to each boy?
2. How are letters of recommendation helpful?
3. What do Charles and Hector think of one another?

EXERCISES FOR DISCUSSION

Discuss with the students the different steps that go into making and selling products. Pick an item that is found in the classroom or home, such as a box of Kleenex. Define and discuss the following steps. Make sure the students understand the terms. The students should take each term and think about how that term relates to making Kleenex.

1. What are the raw materials used in making a box of Kleenex?
2. How are the raw materials transported?
3. How is the box of Kleenex manufactured? Are there parts that are manufactured separately?
4. What is involved in packaging a box of Kleenex?
5. How is Kleenex distributed to stores?
6. How is a box of Kleenex advertised? Ask students to find an advertisement for Kleenex.
7. How is a box of Kleenex sold? Introduce students to new words "wholesale" and "retail."
8. How is this product used? Ask students to think of a more complex product (such as a television) that will "break down" before it is "used up." Introduce students to the concept of *maintenance* for products. What about products that can be turned back into raw materials to start the process again? What about the cardboard box that holds the Kleenex? What use does the cardboard box have when the student has used all the Kleenex?

Here are some other questions to consider:

How does each step effect the final cost of the item?

How does quantity affect cost?

What is the law of supply and demand?

A - 6 SITE VISITS

TO THE TEACHER

It is important to expose students to settings in which people work. The site visits should be planned in conjunction with classroom activities exploring different kinds of work.

Many different work places can be visited which are in close proximity to the school. Site visits should be scheduled in advance. Teachers should discuss presentations in advance to insure an appropriate level and realistic presentation of the work setting. Teachers should determine the length of the visit and the maximum number of students to be accommodated.

Before the trip, the teacher will review new words students may encounter, will assist students in developing a "checklist", and will aid students in preparing questions for the guide.

You may have students make a list of all the kinds of work found in the school neighborhood and choose from this list for easy access to work sites.

Examples of site visits:

Car repair garages

Hospitals

Food processing plants

Police station

Post Office

For the Industrial Arts Teacher, expecially, and for the Resource Room Teacher, in collaboration.

The exercises presented here are drawn from one teacher's experience with the industrial arts curriculum. All of the concepts, operations, and procedures have been used with special needs students mainstreamed into the classroom. In all the exercises, the concepts from Part A can be reinforced: the importance of punctuality, of asking questions directly and clearly, and of working efficiently and respectfully with co-workers and employers.

The operations emphasized here are drawn from a curriculum that stresses skills primarily in woodworking; a few skills in metal working have been included in the final portion. Obviously, the retailing and advertising are found in *all* aspects of work: in construction trades, woodworking, metal fabrication, and parts assembly. The lessons are introductory; teachers who use them should profit from the concrete and clear structure -- lesson emphasis, vocabulary, steps, and activities. It should be possible to replicate lessons in many other vocational and industrial arts areas, accordingly.

The learning objectives for this section are being able to follow directions, to finish a product, and to see the relation between work produced and good work habits.

B - 1 SAFETY

LESSON EMPHASIS

Why machines should not be turned on without permission

Danger of neckties, long hair, jewelry, and loose clothing

Importance of safety glasses and face shields

Awareness of other people, especially when carrying tools

Importance of cleaning up

VOCABULARY

spontaneous combustion

"skull and crossbones"

pressure

product

open flame

ventilation

incinerate

flammable

toxic

LEARNING ACTIVITIES

Advise students that spray paint must be ventilated. Students should read this label for practice in safety and discuss:

"These contents are under pressure and flammable. Do not incinerate. Ventilation is necessary. Do not use near open flame. No smoking while using this product. Keep out of reach of children."

Give students oily rags. Two students will discuss proper care of oily rags. Students will recall from prior experience (or media) that oily rags should be kept in airtight, metal containers.

Demonstrate proper adjustment and installation of blade in power saw.

B - 2 SKETCH OR BLUEPRINT READING

LESSON EMPHASIS

Overall measurement: width, length, thickness

Transferring dimensions from paper to materials

VOCABULARY

length	proportion
width	dimensions
thickness	measurement

LEARNING ACTIVITY

Give students a simple object, such as a wooden door stop. Students will proceed to "sketch" the door stop on paper, paying close attention to proportions. Students will then measure the actual dimensions of the door stop and will compare them with the dimensions in their sketches.

Using the actual measurements of the door stop, students will draw a sketch of the door stop on paper with true measurements.

Using true dimensions of door stop, students will select proper size of rough stock.

Repeat the entire procedure with a similar object, such as a tie rack, a lamp base, or a lamp shade.

B - 3 WALL SCONCE (wood)

LESSON EMPHASIS

Use of compass

Familiarity with boring and drilling

Operation of lathe

STEPS

1. Take a rough measurement
2. Arrange materials in a layout
3. Measure accurately with template
4. Cut wood to line
5. File the work
6. Sand
7. Bore or drill
8. Use a compass
9. Assemble parts
10. Work on lathe
11. Finish product

VOCABULARY

diameter
radius
template
circumference
sanding (also drum sanding)
rasp (also drum rasp)
boring
compass
layout
lathe

LEARNING ACTIVITY

Explain the function of a compass, demonstrating its use on paper or a blackboard. Review vocabulary words related to the use of a compass: *diameter, radius, circumference*. A globe of the world can be used to demonstrate these measurements. A "dead" tennis ball can be readily cut apart with a knife to show the concepts in a three dimensional view.

Explain to students that proper operation of a drill press requires proper speed, proper attachment of tools, and an understanding of the limitations of the machine.

Emphasize that safety must be observed so that hands and fingers are not injured. Point out the speed of the machine while it is in operation. Go over the proper use of the chuck and chuck key, the use of depth gauges and stops, and the steps in drum sanding.

It will be helpful to arrange a field trip to businesses that use drill presses or lathes in their production.

Explain the operations of a lathe and the safety precautions students must take. A lathe is used for turning round objects, such as candlesticks, lamps, etc. No loose clothing may be worn near a lathe in operation because of the speed at which the lathe is turning. Care must be observed when sanding on a lathe due to friction which can cause burns to the operator.

Review with students the process of working with a lathe. This will include a discussion of:

Rough stock

The location of the center of each end of the stock

Proper placement of rough stock in a machine

Proper height for the tool rest

Holding the gauge properly

Turning to the proper diameter according to sketch or blueprint reading

Use of chisels and gouges to shape the work according to the sketch or blueprint

Sanding on the lathe

Finishing on the lathe.

WORK SELF-EVALUATION SHEET

When you have finished the Wall sconce project, ask yourself how well you have worked. Did you report to class on time everyday? Did you clean up after yourself? Were you friendly and helpful toward others? Did you do your best work? Be honest. No one will grade you on this sheet. It is to help you decide how well you work.

Check appropriate box.

	Poor	*Average*	*Good*	*Excellent*
Punctuality				
Neatness				
Cooperation				
Effort				

B - 4 JEWELRY BOX (wood)

LESSON EMPHASIS

Review of dimensions and measuring

Joining wood

Number of pieces needed for a product

Fastening and gluing

Lining of box

Use of fabric

STEPS

1. Take rough dimensions
2. Figure finished dimensions
3. Make a layout of (dado) joints
4. Cut the joints
5. Assemble parts
6. Glue brads to attach bottom
7. Attach top with metal hinges
8. Sand work
9. Finish work

VOCABULARY

flocking	gluing	
nailing	felt	
brads	try square	
chisel	mallot	
hinges	brad awl	
dado	clamps	

LEARNING ACTIVITIES

Show students a tool "board" or a place where tools used in shop are kept. Students will learn that there are different varieties of tools within a given family of tools; for instance, there are many sizes of saws, and many kinds and sizes of screwdrivers and chisels.

Students will write down, with correct spelling, the names of three saws and their functions.

A rip saw rips the work apart; a cross-cut goes across the grain; a back saw is used for fine work.

Students will write down and spell correctly the names of three screwdrivers.

A straight screwdriver is used for ordinary work. A Phillips screwdriver is used for special jobs and can be identified by four slots on its tip. An off-set screwdriver is used for more difficult, inaccessible jobs.

WORK SELF-EVALUATION SHEET

When you have finished the jewelry box project, ask yourself how well you have worked. Did you report to class on time everyday? Did you clean up after yourself? Were you friendly and helpful toward others? Did you do your best work? Be honest. No one will grade you on this sheet. It is to help you decide how well you work.

Check the appropriate box.

	Poor	*Average*	*Good*	*Excellent*
Punctuality				
Neatness				
Cooperation				
Effort				

B - 5 ASSEMBLY OF 100 CRIBBAGE BOARDS

LESSON EMPHASIS

Making *one* cribbage board

The process of producing *one hundred* cribbage boards

Working with other students in production

How to seek information from other people, inside the school and in the community

Work habits related to neat, uniform, and efficient production

Awareness of the costs of production

STEPS

1. Rough out stock
2. Take finished measurements
3. Make layout of holes
4. Drill holes
5. Drill storage compartment for pins
6. Make pins
7. Cut molding for board
8. Sand and finish

VOCABULARY

cribbage	assemble
retailing	purchasing
advertising	accounting
assembly line	mass production
division of labor	
inspection (quality control)	

LEARNING ACTIVITIES

Ask a student who plays cribbage to explain the game to the class.

All students will make *one* cribbage board. Students will use a checklist to keep track of the time spent on each separate operation or step.

Discuss the concepts of mass production, assembly line, and division of labor with the students. Introduce visuals, especially films on these topics. Students will review vocabulary words relating to production and assembly and will write clear definitions.

Use the blackboard to demonstrate division of labor in making 100 cribbage boards. How much time was spent in making one? Take the *average* time from the student checklists. Show how to get *average time*. If each step or operation were done by one student working on 100 cribbage boards, how much time would be saved?

Assign each student a particular operation per *several* cribbage boards until the total number to be produced (100) is completed. Select one student to be the "supervisor" in charge of production.

Ask students to discuss work done on product after production. Students will seek help from other school personnel.

Cribbage boards need packaging. Students will approach a fine arts teacher for assistance. The fine arts teacher will report to class on a plan.

The project will require accounting. Students will ask math teacher for assistance. Math teacher will report to class on a plan.

The project will utilize power. Students will approach a science teacher for assistance in determining costs of "plant operation." The science teacher will report to class on a plan.

Students will determine a method and procedure for selling 100 cribbage boards, either in the school or in the community.

Invite business persons in the community to speak to students on advertising, wholesaling, and retailing.

B - 5

WORK SELF-EVALUATION SHEET

When you have finished the 100 cribbage boards project, ask yourself how well you have worked. Did you report to class on time everyday? Did you clean up after yourself? Were you friendly and helpful toward others? Did you do your best work? Be honest. No one will grade you on this sheet. It is to help you decide how well you work.

Check appropriate box.

	Poor	*Average*	*Good*	*Excellent*
Punctuality				
Neatness				
Cooperation				
Effort				

B - 6 DUST PAN (metal)

LESSON EMPHASIS

Working with hand tools and machinery

Learning to use metal as a medium

Sketch reading

Safety, especially in regard to sharp edges and spray paint use

STEPS

1. Read blueprint or sketch to get overall size
2. Lay out materials
3. Take dimensions of pan
4. Cut with tinsnips to line
5. Fold metal using barfolder or metal brake
6. Drill holes for pop rivets
7. Fasten newly cut and folded metal with pop rivets
8. Take dimensions of handle
9. Bend metal for handle using bending jig
10. Drill holes through handle pan for pop rivets
11. Fasten pop rivets
12. Use spray paint to finish project

VOCABULARY

tinslips

scratch awl

tin plate

barfolder

metal brake

pop rivets

bending jig

galvanized metal

primer paint

LEARNING ACTIVITIES

Introduce students to the variety in metals. Demonstrate galvanized metal and its uses. The demonstration of galvanized materials will include piping for ventilation, piping for heat, piping for air conditioning, and a tool box metal. Cookie cutters, dust pans, and mobiles are examples of tin plate, which is used for lighter work and decorative pieces.

Explain the differences in paint finished on metal. Show the differences between primer and finished coats of paint, and discuss reasons for using the primer first. Primer has more adhesive qualities and prevents chipping and rusting. Demonstrate with examples such as a coffee can. It will chip if it is painted only with paint; it will resist chipping if it is painted with both primer and paint.

Arrange a field trip with the state or city bridge department of the Department of Public Works. Of particular interest in Boston is the Mystic-Tobin Bridge, which is continuously repainted. A visit to a bridge will also provide students with new career exploration in engineering, in structural design, in welding, in painting, and in construction.

Another example of the use of priming will be found on all new construction. Arrange for field trips to new building construction sites. The Greater Boston Chamber of Commerce will have information on new construction sites. Since strict safety measures are adhered to at such sites, it is probably advisable to take only a few students at a time.

WORK SELF-EVALUATION SHEET

When you have finished the dust pan project, ask yourself how well you have worked. Did you report to class on time everyday? Did you clean up after yourself? Were you friendly and helpful toward others? Did you do your best work? Be honest. No one will grade you on this sheet. It is to help you decide how well you work.

Check the appropriate box.

	Poor	*Average*	*Good*	*Excellent*
Punctuality				
Neatness				
Cooperation				
Effort				

CE 009 856